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ABSTRACT

Described is Ohio's use of community volunteers in the education of behaviorally disordered children and suggested are guidelines for the organization and development of similar programs. Advantages of such an approach are seen to include adaptability and lack of expense. Elements (including volunteer recruitment and child selection) of the Ohio program are reviewed. Guidelines for management planning, objectives and evaluation are offered for interested school systems. Considered are such problem areas as school releases and confidentiality. Suggested are training activities for volunteers, and provided are three examples of volunteer activities and record sheets. (CL)

Utilizing Volunteers for Children with Behavioral Disabilities

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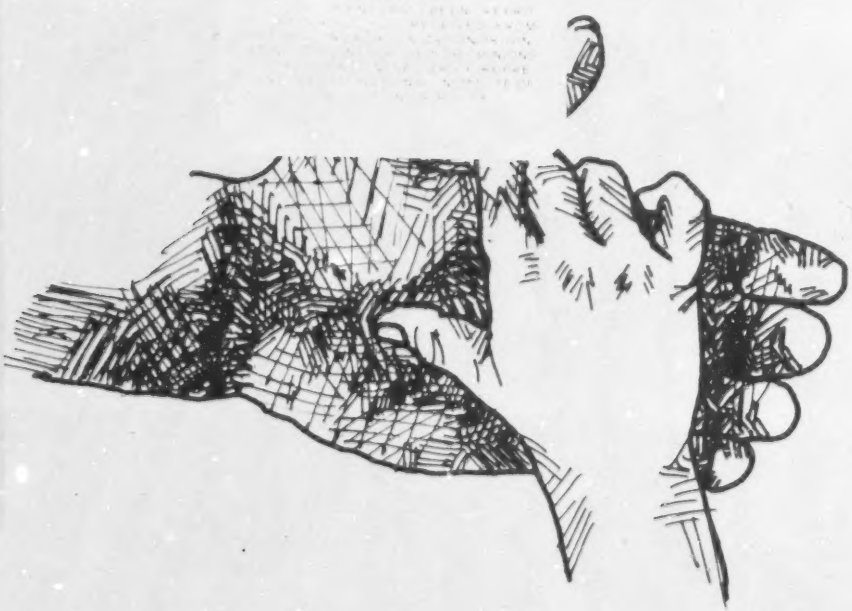

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Utilizing Volunteers for Children with Behavioral Disabilities

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FOREWORD

A growing concern of many educators has been the utilization of citizen resources in aiding the professional staffs of our schools more effectively to plan and implement educational alternatives for students.

There are many competent community members who are willing to contribute their time and energies to the education of children. They represent a valuable resource available to local school districts.

The two authors have provided guidelines for school personnel interested in establishing, maintaining, and evaluating a volunteer program that incorporates these additional community resources. They would like to thank Dr. Marian Merchant, Dr. Donald Smith, and Dr. Dean Stoffer for validating the use of volunteers with behaviorally disordered children.

We would also like to acknowledge the support of Mr. Harold Ludden, an elementary principal, who has continued the use of volunteers in his school over the years. He was helpful to the writers in completing their task.

S.J. Bonham, Jr., Director
Division of Special Education

INTRODUCTION

Children with learning disabilities and behavioral disorders continue to present a major challenge to educators today. Surveys of school populations throughout the United States suggest that from one-tenth to one-third of pupils in classrooms demonstrate behavioral or learning difficulties related to emotional disturbances, (Bower, 1960; Ullman, 1962). These figures vary from study to study, depending upon the criteria established for describing a behavioral or learning disability and according to the identification procedures used.

In Ohio the incidence data identify approximately five percent of the school population as having behavioral and learning disabilities so severe that these children function well below expectations in a regular classroom and require additional supportive services.

Few local school districts can implement and financially support comprehensive, high quality educational services for disturbed children without additional funds from other sources. State and federal funding agencies have provided most of the additional financial support involved in local school district programs.

The Division of Special Education of the Ohio Department of Education has invested resources in many specialized services, for it recognizes that without intervention such learning and behavioral disabilities rarely correct themselves and, in many cases, may become more handicapping with time.

Services for these children include special classrooms for the learning disabled and behaviorally disordered; special residential or day classes for the severely behaviorally disordered; tutoring; home instruction; and transportation. Further, the school district typically utilizes the services of other professional people such as supervisors, school psychologists, psychiatric consultants, social workers, mental health consultants, and occupational therapists in order to provide the professional help that these children need. State and federal funds are also important sources of funding for these additional resources.

Despite the enormous growth in these services, however, the education of learning disabled and behaviorally disordered children remains of serious concern to educators in Ohio, and it appears necessary to continue to explore alternate methods of intervention that will provide, with increasing effectiveness, for the personal, social, and academic growth of these children.

This publication has been divided into five parts:

Part I draws attention to the potential value of an additional strategy for working with behaviorally disordered youth.

Part II provides a selective summary of a research and demonstration project that implemented, with some success, a Community Helper Program (Smith, 1969). A more detailed statement than that provided in Part II is available by obtaining Project No. 6-1181, Grant No. OEG-3-6-061181-1596, from U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, and the dissertations of Dr. Marian Merchant, 1968, and Dr. Dean Stoffer, 1966, The Ohio State University.

Part III outlines some guidelines for the organization and administration of a volunteer program for an interested school system.

Part IV discusses special problem areas that one should consider in planning and implementing a volunteer program.

Part V describes some suggestions and activities that may have value for training volunteers who participate in such a program in a school system.

PART I: PURPOSE

This publication is directed towards innovative school personnel who are searching for a number of alternate methods of helping behaviorally disordered children. The purpose of the publication is to provide information about one such approach that functions through the involvement of volunteers from the community in the education of behaviorally disordered children. While the use of volunteers in public schools is not a new development, there has been little application of the services of volunteers in the education of behaviorally disordered children. A "Teacher-Mom" program was successfully initiated in Elmont, Long Island, along these lines (Donahue & Nichtern, 1965), and another created a service in which teacher aides played similar roles within the classroom (Zax, 1966).

Sources of Helpers

Volunteers can be drawn from many sources. Some local schools have found success with "cross-age" tutoring in which other children in the school program volunteer to act as helpers. Other schools have had considerable success with "grandfathers", "big brothers" and "sisters" and substitute family programs.

A volunteer service represents an additional aid for behaviorally disordered children. The volunteers work individually with behaviorally disordered children in a public school setting. Such a service:

1. can be adapted to the needs of any school system that has at least one person qualified to coordinate and supervise the program;
2. is capable of providing support to a group of children who often need immediate assistance;
3. is easily and quickly implemented when a child needs such help;
4. involves a minimum of professional staffing;
5. is relatively inexpensive to operate.

PART II: THE FRANKLIN COUNTY VOLUNTEER PROJECT

During 1964-1965, the Ohio Department of Education, through the Division of Special Education, approved a research and demonstration unit in school psychology which was implemented by the Franklin County Board of Education. The funding of the unit permitted a school psychologist to work full time as a coordinator of volunteer programs.

Through the efforts of Dr. Donald C. Smith and Dr. Dean S. Stoffer, both formerly associated with The Ohio State University, and Dr. Marian Merchant, formerly a school psychologist for the Franklin County public school system, a pilot project was initiated in which volunteers worked with behaviorally disordered children.

Subsequent to an additional grant from the United States Office of Education, the project was expanded through nine school districts of Franklin County and extensively evaluated during the 1966-1967 academic year.

The overall purpose of the project was to offer a number of success experiences for the project children through the creation of supportive relationships between emotionally handicapped children and interested adults. During the helper-child contact sessions, each child received the undivided attention of a warm and accepting adult while involved in a simple learning task. The expectation was that such relationships would be effective in stimulating constructive behavioral and academic changes in the children when they later returned to the classroom setting.

A school psychologist acted as the program coordinator. She was responsible for interpreting the program to the school and community and was further involved in the recruitment, orientation, and supervision of the community helpers and students, obtaining parental permission and supervising the procedures for evaluating the program.

Recruitment of Volunteers

Unpaid, and essentially untrained, community volunteers were recruited to work in a school setting in a one-to-one relationship with children who manifested behavior problems and under-achievement in school. School personnel, together with religious and civic leaders of the district, were consulted. In local school districts where Parent-Teacher Associations were quite active, it was a relatively easy task. They were asked to identify and recruit men and women with the following characteristics:

1. Had successfully reared or were in the process of rearing emotionally healthy families.

2. Were warm and accepting personalities who indicated a genuine sensitivity to other people's feelings.
3. Were in good health and able to visit a school to see a child twice a week.

After a volunteer had agreed to participate, the coordinator met with the teacher, principal, and volunteer to discuss a selected child and make necessary arrangements for sessions to begin. The coordinator took this opportunity to ensure that all participants understood that the *relationship* established between the helper and the child was the essence of the program.

Intellectual and achievement scores were interpreted by the coordinator to the helper. The teacher was asked to describe the child to the helper as he appeared in the classroom, in the halls, and on the playground, and the helper was encouraged to ask questions about the child.

It was necessary to assure the volunteers a number of times that, though they proclaimed that they felt unqualified for the task, others were confident that they possessed the necessary qualities for establishing a good relationship with the children. At all times the project coordinator encouraged and supported the volunteers in order to help them feel they were accepted and equal members of the team that was helping the child.

Each volunteer was assigned a child in an individual session twice a week. The assignment included completing personal data, maintaining a daily log of the activities of each session, and writing a summary report of the program at its end.

Many productive activities were initiated by the volunteers over the sessions with the children. These included informal conversation, reading, arithmetic, spelling, assigned homework, flash cards, arts and crafts, phonics, table games and puzzles, handwriting, visits to nearby points of interest, telling jokes, and others.

In a final conference, the coordinator expressed her gratitude for the contribution that the helper had made to the program. The teacher and the principal were also encouraged to express their appreciation for her work. In addition, a letter of recognition was sent to each helper in gratitude for her participation in the project.

Selection of Children

A number of criteria were used by the school psychologist for the initial screening of children.

Evidence of a behavior problem, such as inter-personal difficulties, lack of self-confidence, withdrawal, defiance of authority, aggressiveness, acting out, or an educational disability, as indicated through a one grade year retardation in grade placement or academic

achievement were important indicators.

Seventy-four children grades one through six, took part in the project. Thirty-seven were placed in an experimental group and thirty-seven in a control group.

Results

Three positive results of this research have relevance for this publication.

1. In evaluating the results of the community helper project, researchers found that a distinctive group of children responded positively to close contact with the volunteers in the project. The community helper program proved most effective for children who obtained high scores on the inadequacy-immaturity items of the Quay-Peterson Behavior Check List (Quay, *et al.*, 1966). These children scored high on items such as pre-occupation "in a world of his own", short attention span, laziness in school and in performance on other tasks, excessive day-dreaming, masturbation, passivity-suggestibility, easily led by others, sluggishness, lethargy and drowsiness.

These results seem consistent with earlier clinical research suggesting that children who were labeled shy and isolated, day-dreamers, lethargic, and lazy responded to a warm, empathic relationship with a surrogate parent (Smith, 1968).

2. The project also indicated that not all community volunteer helpers brought about gains in the academic achievement scores or a reduction of the behavioral problem scores of the children in the program. It did appear that the warmer and more empathic the helper is in the relationship with the child (as rated by the judges from the audio tapes), the greater the success of the treatment program. Helpers, judged to provide high levels of non-possessive warmth in interviews with children, induced significant positive behavioral changes in the children. Helpers with high levels of non-possessive warmth tended to provide high levels of empathic understanding throughout the program. Both factors appeared to contribute towards behavioral changes (Stoffer, 1968). These behavioral changes were reflected in the gain scores for academic achievement and for reduction in behavioral problems.

3. In reviewing the choice of students, researchers noted that the program seemed most suited to children whose disturbances were mild or moderate. Those students with severe emotional disturbance would best be served in a more intensely therapeutic and specialized program rather than through a short-term, ancillary service such as a volunteer program.

PART III: ESTABLISHMENT OF GUIDELINES

The community helper project has interest for educators of behaviorally disordered children, for it indicates the possibility of creating an additional service for some children who would potentially benefit from the establishment of a warm and supportive relationship with an interested adult. For some immature children, such an intervention procedure may provide sufficient supplementary help to allow a more adequate adjustment to the classroom setting over a period of time. Dr. Merchant indicated in her research on behaviorally disordered children that "withdrawal traits were checked almost 4½ times as frequently as other traits such as aggressive traits on a teacher completed checklist" (Merchant, 1964). Her results suggest that a majority of children considered behaviorally disordered in a school might therefore benefit from such a supportive program.

Management Planning Criteria

If local school districts are interested in implementing such a project, consideration could be given to the following:

1. The extent to which the program is appropriate for the students in the local schools of the district.
2. Whether or not the local school district has sufficient community and school resources to implement such a program.
3. Whether this program can be incorporated within the framework of schools' existing activity structures.
4. Whether or not the school personnel view this project as a valuable contribution to the school.

If a school district adopts a volunteer project, it is suggested that a management committee be established in each participating school district to implement the project. Effective members of such a committee might consist of a building principal, a school psychologist, a learning disability supervisor, a teacher, and a volunteer.

Management Objectives

The objectives of a local management committee are three-fold.

1. To identify and assess participants.
2. To determine administrative, supervisory, and volunteer relationships before the project becomes operational.
3. To discuss, plan, implement, and evaluate the volunteer program.

Management Evaluation Criteria

The following tasks would require evaluation by the management committee:

1. To establish a set of measurable performance objectives for the project for each year.
2. To complete a time sequence of planned implementation.
3. To prepare an audio-visual presentation of the planned project to interpret the purpose of the project to parents, civic groups, the board of education, the school administrative staff and teachers.
4. To identify the appropriate building facilities for interviewing volunteers and parents and for volunteer-child activities.
5. To develop criteria for recruiting and selecting a group of volunteers.
6. To provide a program of orientation and in-service training for the volunteers to help them function in a school setting.
7. To formulate criteria for the selection of those children with mild or moderate behavior problems who would benefit from the program.
8. To develop procedures for securing parental permission for the participation of new children in the project.
9. To devise strategies for the initial volunteer-child meeting in order to foster a good relationship between each adult and child.
10. To establish an ongoing program of evaluation of target behaviors for administrators, volunteers, and children.
11. To establish a budgeting procedure for the project within the local school system.

PART IV: SPECIAL PROBLEMS

Doctors Smith and Stoffer discussed some special problems that they became aware of through the management of the Franklin County Community Helper Program outlined in Part II. Some of those are included here as they may have some applicability for implementation by a local school district program.

School Releases

Policies relating to certificated personnel vary in Ohio. The parents may need to be asked for a signature to release the school and the volunteers from any legal liability associated with the volunteer program.

A school system might consider involving in the program some individuals who are eligible for, or who have, teacher aide certification.

Overloading Referral Systems

Caseloads of school psychologists are often heavy and valuable time may be lost if the referral system that is determined is too inflexible. Smith and Stoffer found that by obtaining referrals not only from the school psychologist but the teacher, principal, school counselor, and other school and community sources, they were able to provide immediate assistance for children with behavioral disorders who could be included in the program.

Volunteer Recruiting

Many potential helpers proclaimed that they felt unqualified for the task. It was often necessary to assure the helpers that they could provide valuable help for a child in the program and that the school felt that they were capable of establishing friendly, trusting relationships with the child to whom they were assigned. Uncertainty and lack of confidence were not considered as important as dependability, flexibility, and openness to a new experience on the part of the community helper.

These qualities of dependability, flexibility, and openness were informally discussed by Smith and Stoffer (1968, B).

A helper needed to recognize the importance of assigning the necessary time for the sessions on a regular basis except when illness or unavoidable schedule conflicts arose. In addition, a volunteer would need to maintain commitments even though the novelty or newness of the situation had disappeared, or other interesting opportunities presented themselves.

A helper needed to like children and be able to relate well with

them. Smith and Stoffer felt that a helper needed to believe sincerely that the children, despite their behavior problems, were basically good and wanted to be happy in school. Further, it would be helpful if the volunteer was willing to try new ideas and able to adapt them in the sessions according to the interests of the children.

Open-mindedness was considered an asset, for it allowed the volunteer to tolerate others and their points of view and to learn from new experiences. The volunteer needed to be willing to recognize and accept a way of life different from the volunteer's own life. These differences might become evident through the actions, speech, dress, and interest areas of the children during the sessions.

Pressuring the Child

With encouragement of the program coordinator, most of the volunteers began to operate independently towards the end of the tenth session. By that time the helper often said, "We are getting along fine, but his behavior in the classroom has not changed. The teacher reports he stills fails to complete his work and he still says very little in class. What else should I be doing?" At this point, it appears very easy for the helper to become over-anxious and begin to pressure the child. The inexperienced helper may begin to give the child advice, probe into his background, drill on special spelling words for a classroom lesson, and generally express a great deal of concern over the child's behavior and achievement. Consequently, the relationship may deteriorate. Smith and Stoffer found it necessary to stress a number of times throughout the program that the main purpose was to maintain a warm and friendly relationship between the volunteer and the child, rather than for the child to achieve academically.

Leaving the Classroom

Many teachers preferred that the child leave the room at the same time other pupils were leaving for other activities such as remedial reading, speech therapy, or music, so that interruptions to the regular classroom activities were minimized.

Outside Activities

The program was originally designed as a school oriented program with minimal contact between school and helper outside of school hours. Helpers developed a strong concern for the progress of their assigned children and they began to care what happened to them both outside as well as inside the school. Helpers sometimes invited children to join their Scout troops; or Sunday school classes; invited them fishing with the family or to come and play with their own

children. The children usually accepted these invitations and sometimes called the helper by phone simply to talk to her.

None of the helpers reported that this had become a problem for them and their families. However, it was not possible to determine the impact that these outside activities had on the form of the relationship itself. The therapeutic effects of such actions were not pursued in the original investigation. A school district committee might need to consider the degree to which the volunteer aide contacts are limited to school hours.

Safeguarding Confidentiality

Smith and Stoffer found that the helpers were often faced with the problem of maintaining confidences that were imparted to them by the children. Helpers were quick to realize the need for maintaining a feeling of trust on the child's part. Some of the helpers considered that the children were testing them by reporting information to them to see if they took the information back to the teachers. The Franklin County project coordinator did not consider she had found an adequate solution to this problem and felt that it remained a continuing concern throughout the project years.

Helper-School Relationship

Some teachers decided that they did not like the helper or felt that she was "not right for the child". Misinterpretation of the helper's intent often occurred or, alternatively, the helper became critical of school policies and school personnel. For example, one helper often complained "the teacher just doesn't like me."

In the one-to-one adult-child relationship, the helper often saw the better side of the child. Helpers who observed the same children in the classroom, on the playground, or in the neighborhood often found it difficult to believe they were working with the same child in their sessions. It was often necessary to explain to a helper that a child's performance often varied according to the situation in which he found himself. It was recommended that helpers be given orientation to the school's procedures and wherever possible, be associated with a highly capable and understanding teacher.

Time Limits

The majority of the helpers in the Franklin County project spent from 30-45 minutes in each interview session. It was noted that the longer the session the more pressure the helper tended to feel to work in academic areas. It was recommended that shorter sessions of about 20 to 30 minutes be instituted and that a termination time be set very clearly, for example at the beginning of recess or lunch or

the start of another lesson, as some of the children tended to prolong the interview as long as possible.

Gifts

Many of the helpers liked to bring small gifts for the children with whom they worked. In most cases, the gifts were tokens of their friendship and understanding of the child's effort. Occasionally, a helper used gifts to bargain for better performance from the child. Gifts, especially those for special events such as birthdays, Christmas, or the termination of the program, were often encouraged. It was stressed to the helpers, however, that genuine warmth and understanding were considered to be the most significant reinforcers that they could provide for the children.

Missed Sessions

Occasions arose when helpers were unable to meet with the children. Sickness in the immediate family was the single largest cause. When this happened, helpers found it difficult to reestablish the relationship after they returned. Many disturbed children found it difficult to believe that someone really cared for them. When the helper missed sessions, they interpreted it to mean that an adult had again rejected them. One child, for example, told the elementary counselor that the helper did not come back because she did not like him. It appeared to be important that the helper notify the child when she was unable to be there, as well as the school, in order to reassure that the helper would return. Dr. Merchant suggested that the volunteer stop by the school to explain personally to the child why she could not be there and when she thought she would return.

Tall Stories

Many children in the community helper program learned to gain attention or protect themselves by telling tall stories. Volunteers learned to recognize, understand, and accept such behavior. Encouraged to talk and anxious to please, children described imaginary experiences at home and at school. Sometimes helpers became disillusioned when they discovered that the children had not been telling them the truth. It was necessary at times for the coordinator to discuss this problem with the helpers.

Helpers often unwittingly encouraged the children to lie or exaggerate, especially about their school progress. The children sometimes felt that the helpers would not return if they did not report improvement in their grades. Helpers sometimes became over-anxious about academic improvement and asked how the children were doing and showed obvious delight when the children

reported improvement. The coordinator found it beneficial to stress that the helper should accept the child unconditionally rather than according to how much he could produce.

Manipulation

Some of the helpers recognized that children were trying to manipulate them in the sessions. It was often reported to be a frustrating experience, and helpers found it difficult to cope with. At times the child was very skillful at manipulating or forcing the helper into an argument or into a rejecting situation. The coordinator helped the volunteer to set some limits and to adhere to them. It was also beneficial to stress again to the helper that fewer academic demands provided the child with less opportunity to create conflict.

Recognition of Helpers

The coordinator felt that it would be very beneficial to the long-term success of such a project if the helpers were given formal recognition for their contribution. She felt that suitable occasions were recognition at school meetings, as well as formal thank you letters at the end of the year. The most successful reinforcement for the helpers was recognition that their efforts had been valuable and had contributed to the progress and development of a child.

PART V: SUGGESTIONS AND ACTIVITIES FOR TRAINING VOLUNTEERS

A volunteer program constitutes one of a number of options that help provide individualized services for students in a regular classroom program or for children with learning disabilities and behavioral disorders.

Wide ranges of abilities and performance levels often mean that a teacher cannot provide individualized attention for every child in the classroom. For behaviorally disordered children, such attention might help improve self-esteem and possibly encourage a change in behavior so that they may better profit from regular classroom instruction.

The purpose of a community helper program is to provide such an opportunity for a warm supportive relationship to develop between a volunteer from the community and a child who has a behavior problem in school.

The helper would be primarily involved in establishing an affectionate relationship in which the child benefited from warmth and understanding from an adult who cares. The helper need not feel that it is necessary to recognize and deal with each of the child's specific problems, nor that it is essential to complete a certain amount of school work. Rather, the volunteer should feel free to relax and enjoy being with an assigned student. Occasionally the volunteer might help the student master school tasks, just as parents help their own children, but to provide academic tutoring is not the major purpose of this program.

Volunteers in the Program

Smith and Stoffer pointed out that the success of the sessions was affected by the degree of warmth and involvement demonstrated by each of the volunteers in their research project and suggested that care was essential in selecting volunteers to work with the children.

As indicated in Part III, the establishment of procedures for the selection of volunteers would be one of the responsibilities appropriate for a management committee.

While the volunteers demonstrated some individually high ratings in warmth and empathy, as a group they did not possess high levels of these qualities. Therefore, once the selection and introduction of the volunteers has been completed, it would be beneficial for them to participate in an ongoing inservice training program. Professional support and additional inservice training for volunteers might provide positive training and guidance necessary in establishing good one-to-one relationships with children in the project.

Further, an inservice program could be effective in encouraging

the establishment of social interaction between a volunteer and a student. A volunteer would additionally benefit from the support and understanding of her/his efforts that could be provided in the program, and from the opportunity to discuss and explore comments, evaluations and interpretations of events and happenings during the sessions.

An inservice program might include the following functions:

1. *Inservice – introductory*
   a. To orient the volunteer to the daily school program.
   b. To provide volunteers with simple assessment techniques that would help them determine some of the interests of the children, for knowing the interests could be valuable in selecting activities and rewards for the various sessions.
   c. To help volunteers determine behaviors that cannot be tolerated during the sessions.
   d. To provide volunteers with some options for handling unacceptable behaviors.
   e. To help volunteers develop a list of activities, materials, and resources for use in planning each session with their children.
   f. To help volunteers develop a system that includes the daily planning of, and rewarding of, the target social behaviors, the selection of areas of interests and activities, and a summary of each volunteer's comments.
2. *Inservice – Ongoing*
   a. To establish a management system that fosters a close working relationship between the project committee, the teacher, the volunteer and parents.
   b. To establish a management system that will further refine the volunteer's skills in planning, recording, and evaluating progress.
   c. To establish a process for project evaluation.
   d. To provide the opportunity for individual conferences between the project coordinator and volunteers to discuss special problems.
   e. To schedule team meetings to discuss common problems.

Activities

The volunteer has the opportunity to develop and institute a wide range of activities through which he or she may attempt to encourage close, successful social interaction. The activities themselves may vary widely, depending upon the background and interests of both the child and the helper. They may range through the following:

1. Talking and discussing common interests

2. Creating books and scrapbooks
3. Working on craft activities in leather, beads, wool, wood, or clay
4. Playing table games such as checkers, chess, or scrabble
5. Art activities such as painting, drawing and carving
6. Visits to libraries, drugstores, and supermarkets
7. Reading, writing, and arithmetic games and projects

The activities suggested are those that seem to be intrinsically interesting and may provide considerable pleasure and satisfaction for the children in the program.

Some activities may be appropriate for developing language and reading skills; others may have an effect upon numbers and arithmetic skills or motor competency. However, the main purpose of the activities is not to develop these skills, but to provide a medium for social communication and sharing between volunteers and students.

Examples of Activities

The following activities are presented to demonstrate graphically how a volunteer can structure social objectives. These samples are drawn in part from some suggested by Smith and Stoffer (1968, A). It is not intended that this format be adopted by any local school district beginning such a program, but it does represent one of many ways of planning and recording daily lessons, activities, and volunteer comments in a simple manner throughout the project.

Bird Game (Grades 4-6)

National Audubon Society, Inc., 1006 Fifth Avenue, New York City, and Arm & Hammer Baking Soda are both excellent sources of card sets of familiar birds.

Mount a few pictures of common birds such as the blue jay, cardinal, sparrow, crow, or blackbird on small colored cards, or use bird cards, and ask the pupil to identify and talk about the bird. This game has been found useful in getting shy children to talk.

Pictures furnished by the Humane Society may also be used to encourage discussion or story telling about animals.

WORK RECORD SHEET

Area of Interest	Social Activities	Activities For Two	Rewards
Nature Study Birds	1. One-to-one conversation (for at least 5 minutes) 2. In-seat behavior (5 minutes) 3. On-task behavior (5 minutes)	1. Sort cards and choose ones to cut 2. Cut birds from cards 3. Complete pictures as background 4. Paste on bird in pictures 5. Learn bird calls 6. Build a nest of twigs	1. Praise "That's good" "What a beautiful picture." 2. Show to regular teacher 3. Hang picture cards in classroom

Materials	Volunteer Comments on Lesson

Let's Build Sentences (Grades 1-3)

Write several sentences with missing words on paper or cardboard. Write missing words or pictures of words on smaller strips of paper. Child fills in sentences with appropriate word or picture.

I have a _____.

She _____ my cat.

Here is my _____.

cat

saw

ran

jump

truck

Draw pictures to match the sentences.

WORK RECORD SHEET

Area of Interest	Social Activities	Activities For Two	Rewards
Language Vocabulary	1. On-task (5 minute periods) 2. One-to-one conversation (5 minute periods) 3. Taking turns (10 times)	1. Lay out cards 2. Match the cards 3. Draw pictures 4. Discuss the sentences with reference to the child's own life 5. Make a mobile of the cards	1. Hang mobile in school art display area 2. Praise "That's beautiful" "That's great" 3. Physical contact e.g. hug

Materials

Volunteer Comments on Lesson

Basketball

Volunteers and students play ball on the playground. This is an example of an activity where a high level of mastery and interest may exist.

Such an activity provides the volunteer with a good opportunity for establishing rapport.

WORK RECORD SHEET

Area of Interest	Social Activities	Activities For Two	Rewards
Physical Education Shooting Baskets	1. Running and shooting ball (15 minutes) 2. Playing through (5 successes) (2 failures) 3. Taking turns 4. Learning terms ("Good shot") ("Great try") to use the term twice	1. Running, bouncing, throwing ball at basketball hoop (5 minutes) 2. Throwing ball at 3, 5, 10 & 15 feet at basketball hoop 3. Taking turns shooting	1. Praise "That's a great shot" "Good try" "Good work" 2. Share a soft drink

Materials	Volunteer Comments on Lesson

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